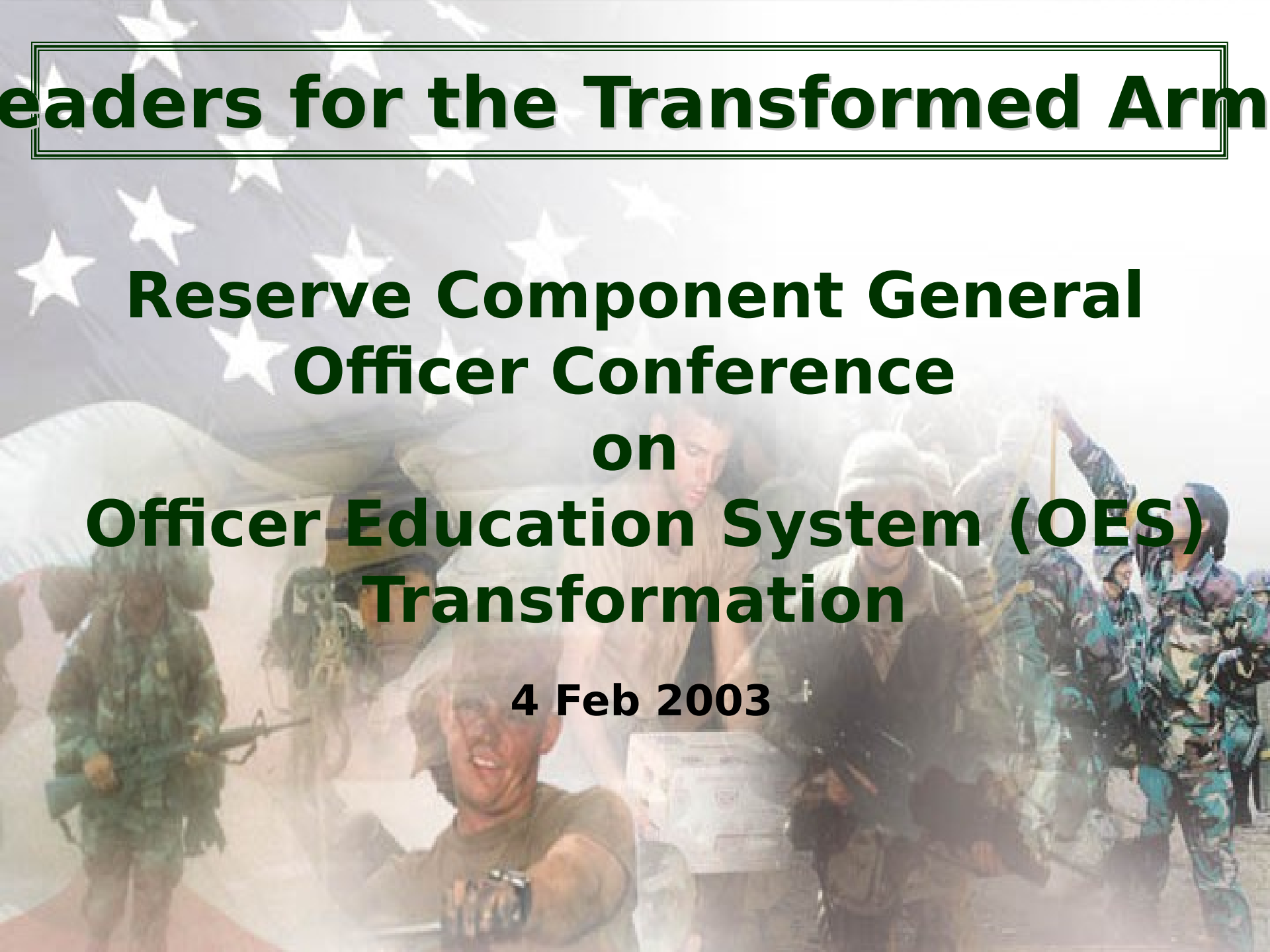


Leaders for the Transformed Arm

Reserve Component General Officer Conference on Officer Education System (OES) Transformation

4 Feb 2003



Purpose

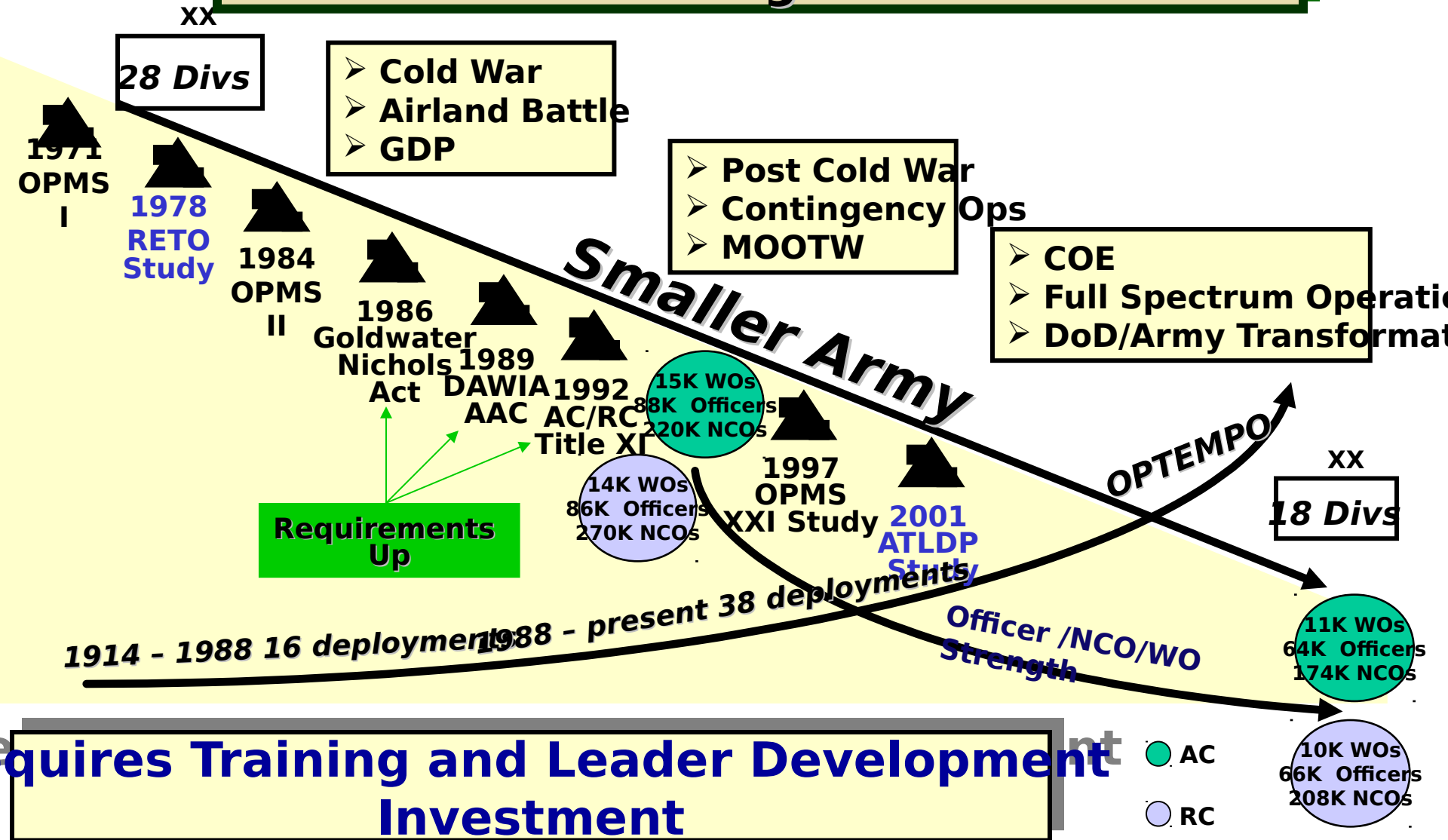
To provide Reserve Component General Officers an overview of Army Officer Education System (OES) Transformation.

Agenda

- **OES Transformation Overview**
 - **Rationale and process for change**
- **High payoff OES initiatives**
 - **Basic Officer Leader Course (BOLC)**
 - **Captains' (CPTs) OES**
 - **Intermediate Level Education (ILE)**
- **OES Transformation Timeline**
- **OES Transformation Summary**

Why OES Transformation?

.....because things have changed!



Requires Training and Leader Development Investment

OES Transformation Analysis

ATLDP (Officers)
Study

Focused
Interview/Feedback
Process

Historical
Research
(Previous Studies)

COE/Full Spectrum
Operations/DoD and
Army Transformation

OES Needs
Analysis Study

Analysis

Development

OES Transformation

Principles

Importance of officers'
initial institutional training

Use best learning models
and methods available

Invest in education of
all field grade officers

Commanders drive officer
professional development

Company grade officers
learn and develop best
in operational units

Institution, unit and
CTC linkage

Emphasize life
long learning

Provides right training & education, in the right medium, to the right leader, at the right time and place to meet Army needs and officer

Transforming OES Across an Officer's Career

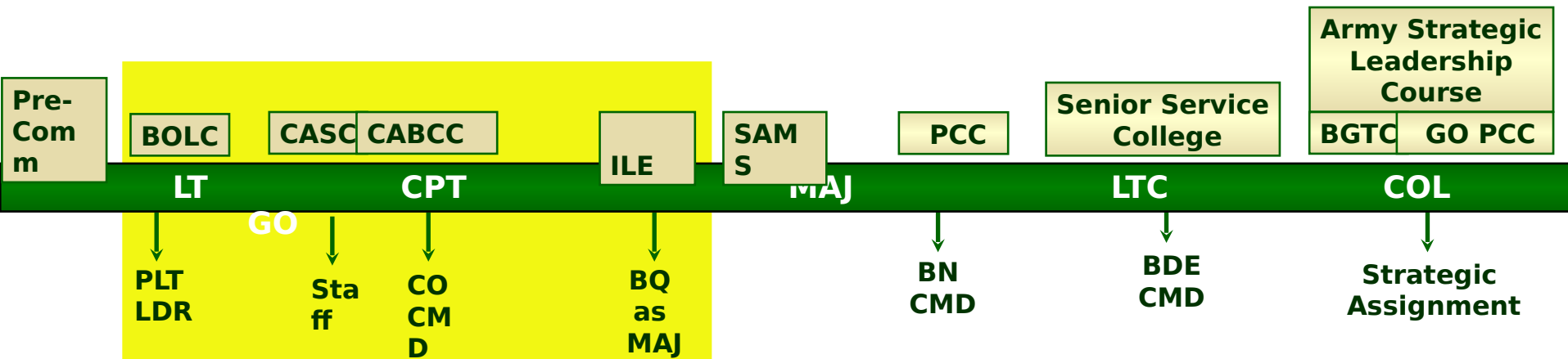
Doctrin	Practice
History	Theory

Develop well trained, competent & confident company grade officers thoroughly grounded in combined arms competencies

Develop well trained and educated, competent & confident field grade officers in brigade, div, corps, joint, & multi-national competencies

Build upon strategic leadership skills for senior leadership responsibilities

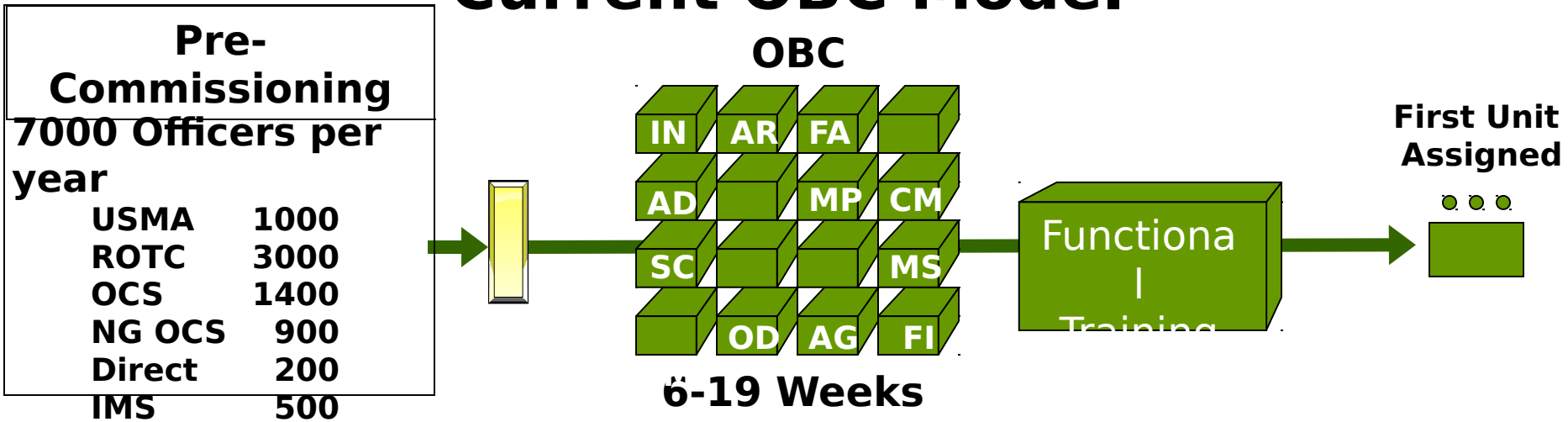
Life Long Learning / Self Development



Right Education, Right Medium, Right Leader, Right Time and Place

Why BOLC?

Current OBC Model



Imperative for Change:

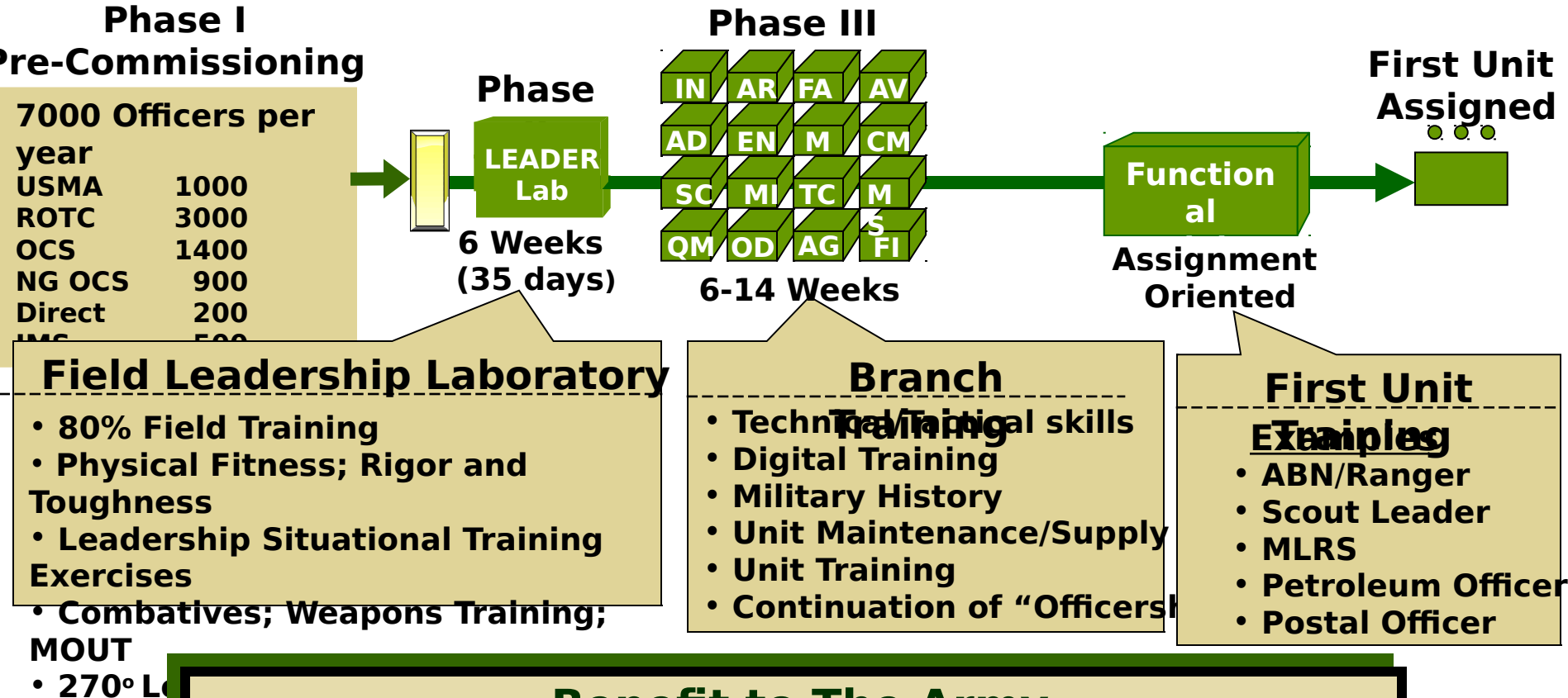
ATLDP (O) Study:

- New 2LTs lack a combined arms perspective, and a common bond with their peers from other branches
- Disparity exists in the skills of 2LTs from the three primary commissioning sources
- Need:
 - a common Army standard for small unit leadership
 - more hands-on, performance oriented field training
 - more experienced instructors to develop young officers to lead small units in a full spectrum environment

Review of Education & Training (RETO) Study of Officers:

- Need cohesive strategy to level entrance competencies across primary commissioning sources

BOLC Model



Benefit to The Army

- Provides small unit leader training continuum and a common Army standard for small unit leadership
- **Maximizing leader confidence and competence; solve dilemmas, make rapid decisions, and lead**
- Maturity resulting from self-awareness and ability to control emotions
- Lieutenants who have a common bond with their combined arms peers

BOLC Feedback

General:

- ✓ Absolutely the right thing to do, great program, right leadership focus
- ✓ Exactly the way to go; they must have self-confidence to take charge as a leader
- ✓ Maximizes opportunities to practice and receive feedback on performance
- ✓ 80% of BOLC pilot graduates say keep BOLC with changes

Concerns:

- ✓ Duplication with pre-commissioning sources
- ✓ BOLC II (Leader Laboratory) Training is redundant with pre-commissioning training
- ✓ Course length for LTs will increase with the BOLC II training phase
- ✓ BOLC III will not provide the branch schools sufficient time for technical training

Resolutions:

- ✓ Army Accessions Command (ACC) synchronizes BOLC I and BOLC II & III into a training continuum
- ✓ All common LT tasks necessary to achieve success immediately at 1st unit are part of BOLC I and II. Any redundant training will be to highest standards and/or under more strenuous conditions
- ✓ The overall time for BOLC stays the same as today's officer basic courses (OBC)
- ✓ Five weeks of TRADOC Common Core tasks have been taken away from branch proponents and distributed between BOLC I and II. With few exceptions proponents are satisfied with the duration of their BOLC III POIs. Modifications to these POIs will be considered on a case by case basis by the AAC.

Why CPTs OES?

4th Year of Service	5th Year of Service	6th Year of Service	7th Year of Service	8th Year of Service	9th Year of Service
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75 % of
LTs/CPTs Serve
Prior to CAS3

Gap
between
CCC and
Command

- Generalized staff officer training - Bn/Bde focus
- Focus on communications skills and Military Decision Making Process

- Branch tactical/technical focus (MDMP)
- Training & education linked to promotion
- Training occurs after staff assignment
- Redundancies exist between CAS3 and OAC

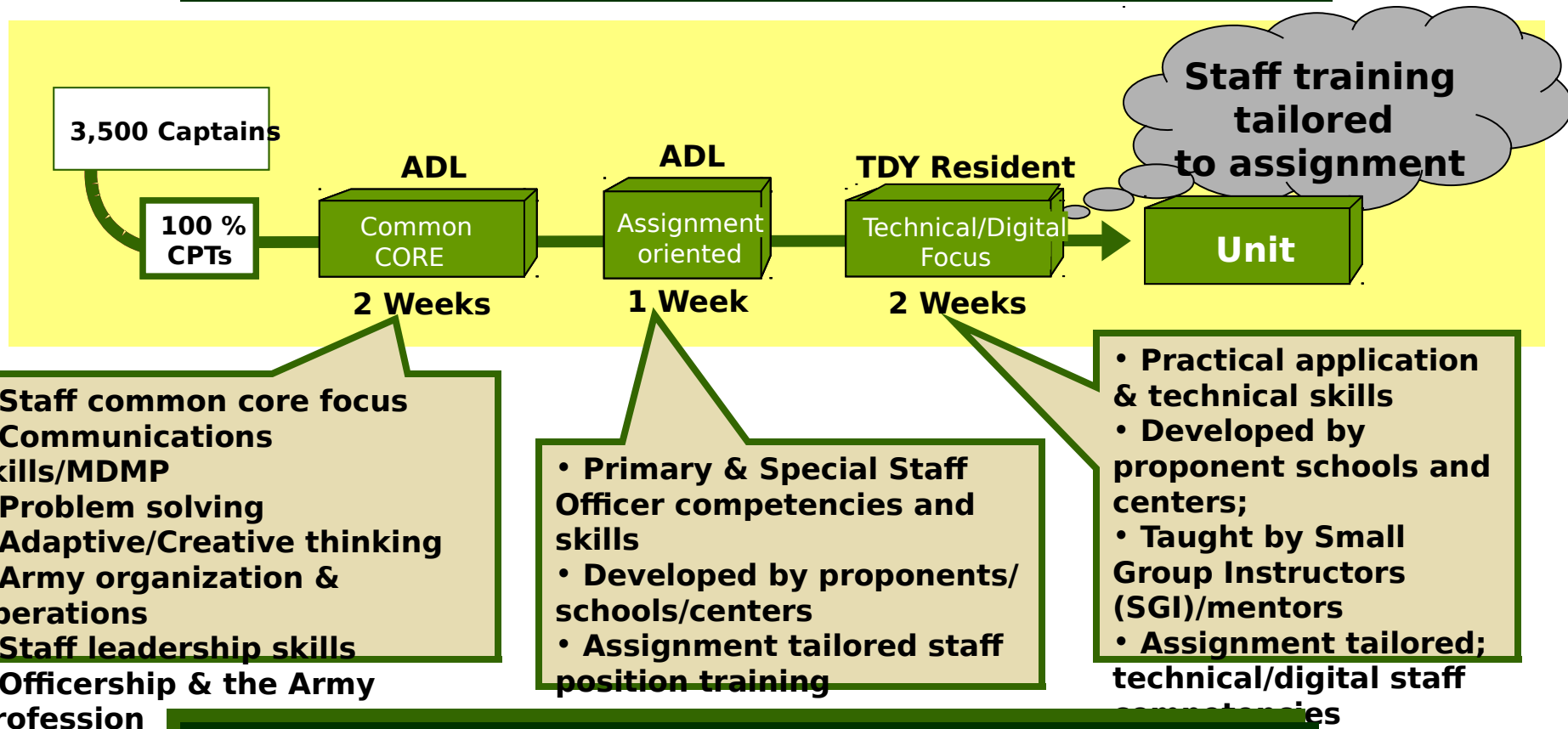
Current Model

- 75% of CPTs serve in staff positions prior to CAS³
- Average of 18 months between Captains Career Course (CCC) and company command
- 51 months in unit during first 5 years of CPTs time in grade

Proposed Model

- Synchronize training and education with assignment
- Have unit commanders "drive" when captains receive institutional leader development
- The Army School System (TASS) supportability
- Increases fill of CPTs in units and

Combined Arms Staff Course

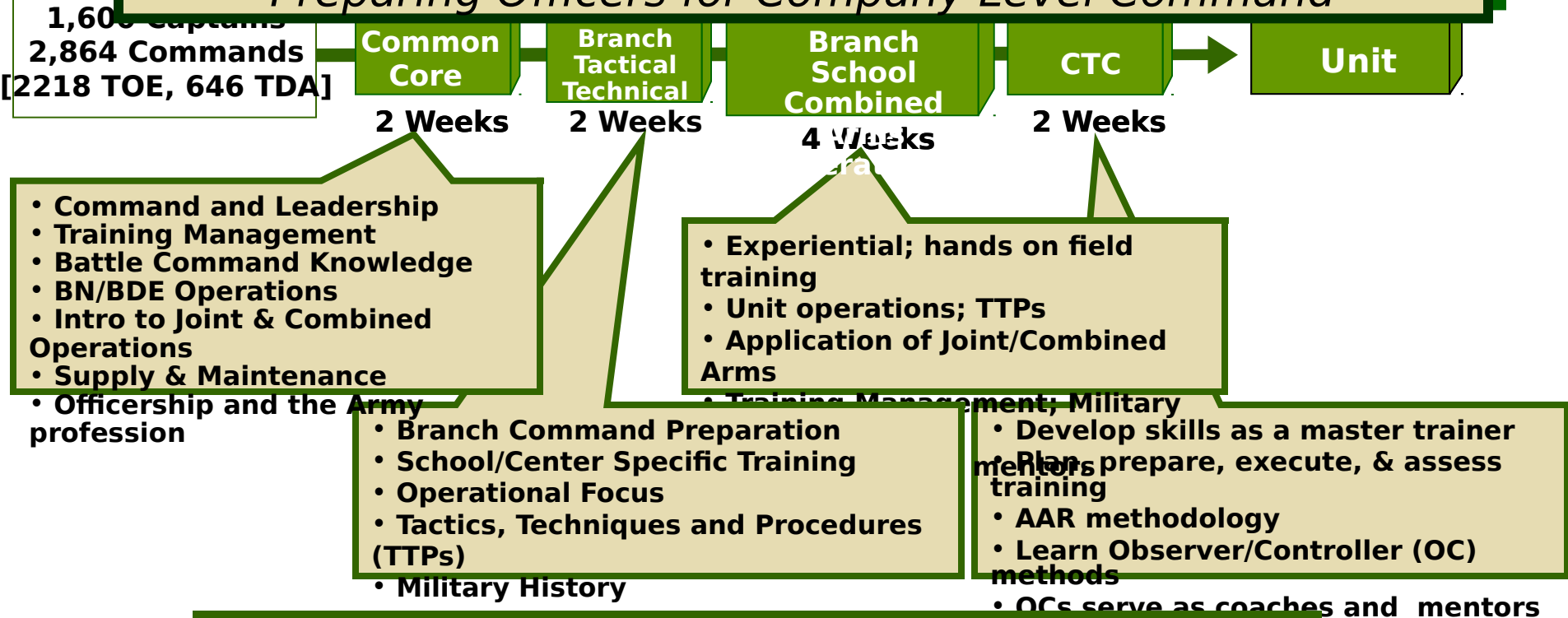


Benefit to The Army

- Synchronizes CPT's staff training with duty position
- Training available on demand
- Commanders drive leader development and career management
- Increased competence and confidence in staff positions
- Reduced personnel and family turbulence

Combined Arms Battle Command Course

Preparing Officers for Company Level Command



Benefit to The Army

- Synchronizes CPT's command training with duty position
- Training available on demand
- Commanders drive leader development and career management
- Confident and competent CPTs for company command positions
- Reduced personnel and family turbulence

CPTs OES Feedback

General:

- ✓ Like assignment oriented training and experiential learning model
- ✓ CPT's plan was particularly good because it tailored the training and education to the assignment
- ✓ Cautioned against rushing initiatives; once implemented we need to stay the course as much as possible

Concerns:

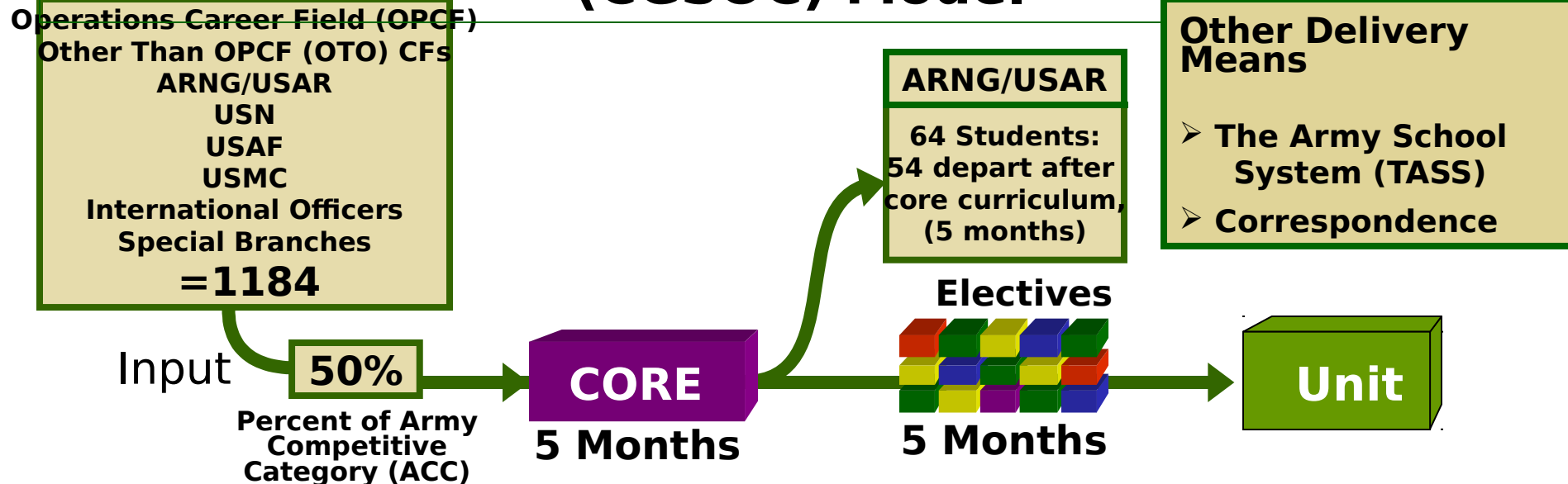
- ✓ Skeptical about quality of ADL
- ✓ Do not believe commanders will provide time to complete ADL phases
- ✓ Concerned with "fallout" from potential impacts such as RC losing CAS3 TASS BN mission
- ✓ Impact of multiple annual training's (ATs) to complete CABCC branch resident phase; and to what extent will RC

Resolutions:

- ✓ Produce high quality courseware; leverage new technologies that will exceed quality of existing resident programs; pilot and phase implementation; leverage web based communities of practice
- ✓ Develop a market based approach with flexible scheduling options, incentives, and a leadership commitment.
- ✓ Intent is for the USAR to teach CASC as part of TASS. Resource and execution impacts will be addressed by the Combined Arms Center (CAC) CPTs OES Team beginning with CPTs OES Execution Conference for COLs/SMEs, 19-21 Feb 03 at Fort Leavenworth
- ✓ These issues will be addressed by the Combined Arms Center (CAC) CPTs OES Team

Why ILE?

Current Military Education Level (MEL) 4/Command and General Staff Officers Course Resident (CGSOC) Model



Imperative for Change:

- CGSOC selection policy excludes 50% from resident instruction
- Affects morale and is a negative discriminator
- Officers give low marks to educational value of correspondence course
- Same MEL 4 education regardless of Officer Personnel Management System (OPMS) XXI career field, branch, or functional area
- Current CGSOC faculty assignment process provides inexperienced instructors and assignment is not career enhancing

Intermediate Level Education

Doctrin	Practice
History	Theory

Common Core Phase: All MAJs grounded in war fighting doctrine & are MEL4/Joint Professional Military Education (JPME) I
Core Delivery Means

- FT Leavenworth (all OPCF and 96 Reserve Component)
- Distance Education Campus Sites
- TASS Distributed Classroom
- Advanced Distributed Learning (ADL)

Career Field Designation (CFD)

OSCF
IOCF
ISCF
OPCF

All Officers

12 weeks

Advanced Operations and Warfighting Course (AOWC)

- Graduate level education in war fighting and officer professionalism
- Prepare for Bn/Bde level command and high level staff
- Full spectrum scenarios, performance oriented; simulation supported
- Theory and practice of war and doctrine
- High quality and operationally experienced faculty

Career Field Phase: All officers qualified and credentialed in

Functional Area (FA) Fields/Branch/FA Qualification Courses

24	30	34	46
53	57	43	40
45	48	49	50
51	52	59	

2-179 weeks

AOWC

For OPCF Officers

28 weeks

Information Operations (IO) Operational Support (OS)

Institutional Support (IS) Career Fields

- Functional area specific training and education
- Qualification courses; Advanced Civil Schooling (ACS) for others in select functional areas

Assignments

- Army TOE
- Army TDA
- Army Staff
- Joint
- Combined

Benefit to The Army

- All MAJs grounded in warfighting doctrine
- Increased tactical and operational warfighting capability for Army and joint units (OPCF)
- All MAJs provided quality, tailored education and set up for success for next 10-years of service
- All MAJs earn MEL 4 and JPME I and are qualified and credentialed in their career

ILE Feedback

General:

- Plan to invest in leader development of all Majors shows the Army cares about the professional growth of all officers
- The Army cost for ILE is minimal for a high payoff OES transformation initiative

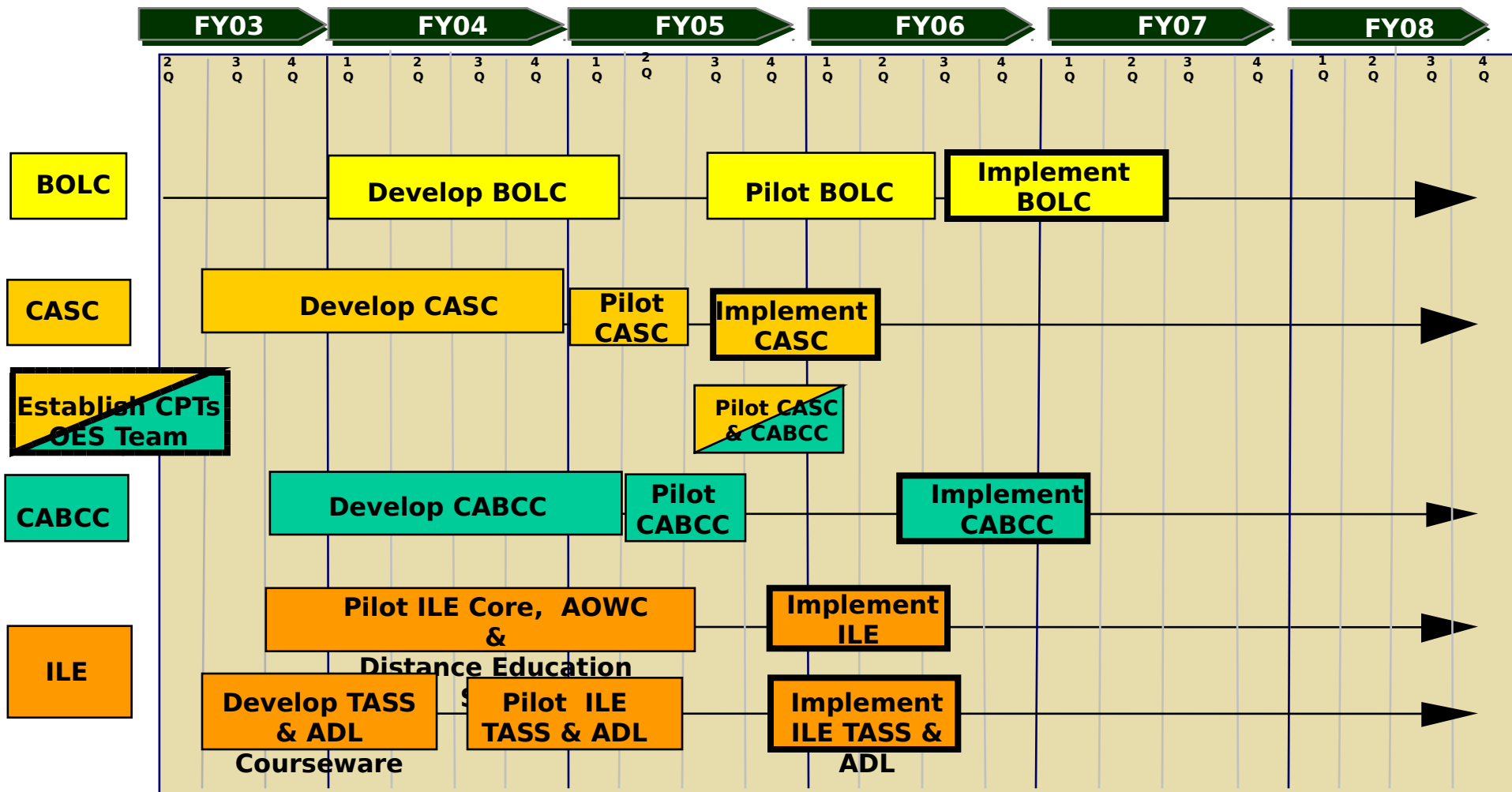
Concerns:

- ✓ RC concerned about ILE core curriculum reduction in tactics instruction
- ✓ Number of ILE resident quotas for RC officers
- ✓ RC and TRADOC need to provide sufficient time for quality instructor train up for TASS BNs
- ✓ ILE model developed with minimal RC input and coordination so program is not executable for RC

Resolutions:

- ✓ Comprehensive review of the core curriculum is on going; working with RC to create additional educational opportunities for Operations Career Field officers
- ✓ Resident quotas for RC officers will increase with the increase in student load for ILE classes at Fort Leavenworth
- ✓ RC and CAC/CGSC are working additional instructor and train-up for the TASS schools (Region F pilot AY 03-04 with instructor train-up Aug 03)
- ✓ RC provided SMEs to work directly with CAC/CGSC on refinement of the TASS ILE course design to meet the ILE implementation timeline

OES Transformation Timeline



- Provides time for deliberate program development
- Best aligns available manpower and fiscal resources
- Aligns AC/RC ILE implementation

OES Transformation Summary

- **An integral component of DoD and Army Transformation**
- **Based on documented rationale for change, including the ATLDP Officer Study**
- **Continues the U.S. Army's commitment to and investment in developing world class leaders**
- **Provides the right training and education, in the right medium, to the right leader, at the right time and place**



“Warfighting remains Job # 1 - Train soldiers and grow leaders”